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ABSTRACT

Included in this report is the State of Texas' vision statement, mission statement, philosophy statement, priority goal for higher education statement, and a list of state-level benchmarks for higher education. The report also contains the state's community colleges' mission and philosophy statements, and a section pertaining to assessment of external factors, which include the following items of discussion: (1) scope and function of community colleges; (2) changing demographics; (3) the changing Texas economy: needs for the future; (4) the State's fiscal climate and the impact on community colleges; (5) Texas's skills development fund; (6) Texas and workforce development; (7) the status of federal legislation and its potential impact on community colleges; (8) changes in technology; (9) the virtual college of Texas; (10) the Texas telecommunications infrastructure fund; and (11) guiding principles for Texas Public Higher Education. The next section of the report looks at the assessment of internal factors, which include discussions on the following subjects: (1) enrollment; (2) projected enrollment increases and parity enrollment for minority students; (3) instructional programs; (4) student services; (5) information systems and technology; (6) administrative functions; and (7) resources. This report concludes with an examination of performance measures and outlines district performance goals. (VWC)

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Strategic Plan for Texas Public Community Colleges

1999-2003
Submitted June 1998

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Austin, Texas

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State of Texas: Vision*

Together, we can make Texas a beacon state: a state where our children receive an excellent education so they have the knowledge and skills for the next century; a state where people feel safe in their communities and all people know the consequences of committing a crime are swift and sure; a state where our laws encourage jobs and justice; a state where each citizen accepts responsibility for his or her behavior; and a state where our greatest resource -- our people -- are free to achieve their highest potential.

State of Texas: Mission*

To realize the vision of a better Texas, state government must focus on its key responsibilities to its citizenry. State government should concentrate its energies on a few priority areas where it can make a difference, clearly define its functions within those areas, and perform those functions well. State government must look for innovative ways to accomplish its ends, including privatization and incentive-based approaches. Our imperative should be: "Government if necessary, but not necessarily government."

The mission of Texas state government is to support and promote individual and community efforts to achieve and sustain social and economic prosperity for its citizens.

State of Texas: Philosophy*

State government will be ethical, accountable, and dedicated to serving the citizens of Texas well. State government will operate efficiently and spend the public's money wisely.

State government will be based on four core principles that will guide decision-making processes.

Limited and Efficient Government	*Government cannot solve every problem or meet every need. State government should do a few things and do them well.*
Local Control	*The best form of government is one that is closest to the people. State government should respect the right and ability of local communities to resolve issues that affect them. The state must avoid imposing unfunded mandates.*
Personal Responsibility	*It is up to each individual, not government, to make responsible decisions about his or her life. Personal responsibility is the key to a more decent and just society. State employees, too, must be accountable for their actions.*
Support for Strong Families	*The family is the backbone of society and, accordingly, state government must pursue policies that nurture and strengthen Texas families.*

Texas state government should serve the needs of our state but also be mindful of those who pay the bills. By providing the best service at the lowest cost and working in concert with other partners, state government can effectively direct the public's resources to create a positive impact on the lives of individual Texans. The people of Texas expect the best, and state government must give it to them.

State of Texas: Priority Goal for Higher Education*

The priority goal for higher education is to provide an affordable, accessible, and high quality system of higher education that prepares individuals for a changing economy and workforce, and furthers the development and application of knowledge through research and instruction.

State of Texas: State-Level Benchmarks for Higher Education*

The state-level benchmarks for higher education include:

- Percent of recent high school graduates enrolled in a Texas public college or university
- Percent of baccalaureate graduates who are first generation college students
- Percent of first-time, full-time freshmen returning after one academic year
- Percent of first-time, full-time freshmen who graduate within four years
- Percent of first-time, full-time freshmen who graduate within six years
- Percent of Texans with a bachelor's degree or higher
- Percent of adult population with a vocational/technical certificate or degree
- Texas public colleges' and universities' cost per student as a percent of the national average
- Percent of total federal research and development expenditures received by Texas institutions of higher education
- Percent of college graduates employed, enrolled in additional education, or enlisted in the military

* From *Vision Texas: The Statewide Strategic Planning Elements for Texas State Government*

Community Colleges: Mission

Texas public community colleges are two-year institutions whose primary mission is to serve their local taxing districts and service areas in Texas in offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance also are provided. Each institution insists on excellence in all academic areas -- instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution, is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue.

Within the overall mission, each Texas public community college is to provide:

- technical programs up to two years in length leading to associate degrees or certificates;
- vocational programs leading directly to employment in semi-skilled and skilled occupations;
- freshman and sophomore courses in arts and sciences, including the new core and field of study curricula;
- continuing adult education programs for occupational or cultural upgrading;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- workforce development programs designed to meet local and statewide needs;
- adult literacy and other basic skills programs for adults; and
- such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of postsecondary education in Texas.

Source: *Texas Education Code*

Community Colleges: Philosophy

Texas public community colleges are uniquely positioned by philosophy, structure, and purpose to primarily meet the educational and training needs of the citizens they serve in their local taxing districts and in their service areas. Through cooperative efforts that promote continuity and efficiency, coupled with independent efforts to meet local community needs, community colleges are student-centered institutions sharing common values reflected in their commitment to:

- belief in the worth and dignity of the individual;
- addressing the extraordinary diversity of Texas;
- a vision of community as a place to be served and a climate to be created;
- excellence in teaching and learning;
- open-door policies for meeting the needs of individuals with a wide range of educational and training goals;
- implementation of the highest standards of ethical professional practice; and
- effective stewardship of the public trust and resources.

Assessment of External Factors

Scope and Function of Community Colleges

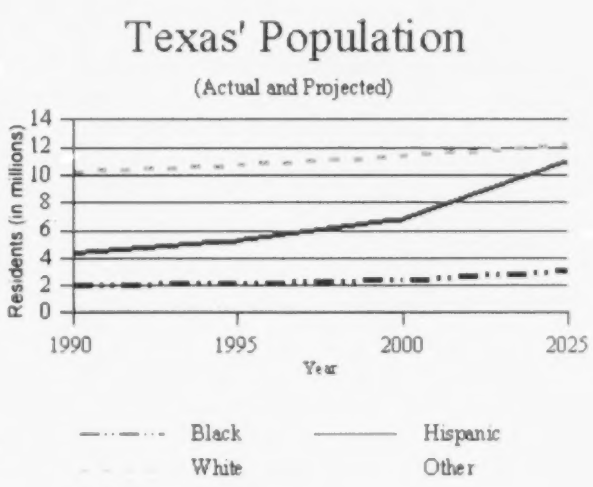
Community colleges have long served an important role in higher education in Texas. In 1964, there were 34 public community/junior college districts. The 1970s and 1980s were periods of rapid growth when a number of community college districts were added, several with multiple campuses. Texas now has a total of 50 community college districts which enroll more than 50 percent of the students in higher education in Texas. Non-duplicated credit headcount enrollment rose from nearly 38,000 in fall 1964 to nearly 409,000 in fall 1997.

Many early junior colleges, precursors to the present day community colleges, originally were formed as open admission colleges to offer academic courses leading to an Associate in Arts Degree that would transfer as the first two years of a baccalaureate degree. Comprehensive community colleges now offer equal opportunity to all students by providing:

- two years of fully transferable baccalaureate credit courses designed to stimulate intellectual growth and curiosity by educating students in various academic disciplines;
- student support services to work with the students' needs for financial, psychological, and physical health and fitness;
- technical programs to prepare students to gain initial employment and technical expertise;
- continuing adult education programs for occupational or cultural upgrading;
- adult basic and workplace literacy;
- a wide variety of public service needs; and
- workforce and economic development programs for state and local needs.

Changing Demographics

From 1990 to 1997, Texas' population increased by approximately 2.5 million. This reflects an average annual growth rate of 2 percent, while nationally the population increased by only 1.1 percent per year for the same period. From 1990 to 2010, Texas' population is expected to increase by 25 percent.



In addition to its sheer growth, Texas' population is experiencing other fundamental changes. The state's Hispanic population is expected to increase from 27.6 percent of the total in 1995 to 34 percent in 2010 and 40.2 percent by 2025. Together, Hispanics and Blacks are projected to account for more than 45.5 percent of the Texas population by 2010, with Whites accounting for 51.4 percent. By 2025, changing demographics will reverse these figures, and 51.4 percent of the Texas population will be Hispanic and Black, while 44.6 percent will be White.

Historically, Texas Hispanics and Blacks have been poorly represented in higher education. As recently as 1997, these groups accounted for 45.6 percent of the state's age 15-to-34 population, but only 32.4 percent of college and university enrollment.

Blacks and Hispanics are rapidly becoming a major part of the state's labor and leadership pool. Unless these populations are successfully educated, Texas faces an uncertain economic and political future. The window of opportunity for successfully educating these groups at the

same rate as Whites is narrowing -- about 15 years if the retirement of "Baby Boomers" from the workforce is used as a measure.

The fastest-growing age group by far will be Texans over the age of 65. One reason is that Texans are living longer as a result of improved health care. But the main factor causing the elderly population to swell will be the graying of the post-World War II "Baby Boomers," the largest generation in American history. Early in the next century, the leading edge of the Boomers will begin easing into retirement, causing the 65 and older population to balloon from a current 1.7 million to 3.9 million by 2025. With community colleges providing opportunities for life-long learning, the increased numbers of senior citizens will no doubt increase the need for recreational and avocational continuing education courses targeted to this group.

The link between education and prosperity is undisputed. According to the Bureau of Labor Statistics, a 25-year-old person leaving a community college with a two-year associate degree can expect to earn a median salary of more than $28,000 annually -- over $4,000 more than the median salary of a high school graduate and about $14,000 more than the median salary of a high school dropout. In addition, opportunities for job advancement are much more common for community college graduates.

Although formal reporting and collection of data is lacking, training and retraining of the current workforce enhances the employability of workers for business and industry. Community colleges will continue to be the primary providers of this training, whether it be in short courses, adult vocational education, or certificate and degree programs.

The Changing Texas Economy: Needs for the Future

Over the past decade, the economy of Texas has successfully diversified away from dependence on oil, gas, and petrochemical production. Economic diversification, coupled with a growing, interrelated world economy, has generated the need for a new type of workforce. While the impact of the North American Free Trade Agreement (NAFTA) has not been fully realized, there are signs that passage of this legislation has influenced the industrial sector.

In Texas, business and industry continues to move away from *labor*-based systems (goods producing, such as manufacturing, construction, and mining) and toward *knowledge*-based systems (service producing, such as transportation, trade, finance, insurance, real estate, services, and government). According to the Texas State Occupational Information Coordinating Committee (SOICC), the service-producing sector will continue to be the dominant force in job creation. Through the year 2000, the fastest growing occupations will include health-related occupations, where employment is generally found in the service-producing industries. The occupations which appear on both the fastest growing list and the largest job producers are home health aides, computer systems analysts, and corrections officers. High-tech employment, which spans both the service- and goods-producing sectors, continues to rise, with 80 percent of the state's high-tech employment located in Dallas, Fort Worth, Houston, and Austin. And, according to the Bureau of Labor Statistics, jobs requiring an associates degree are projected to grow faster than any other educational category and are

expected to comprise 5.1 percent of all new jobs created in Texas through 2000.

In its publication, *The Texas Economy: There Is Nothing So Certain As Change*, SOICC illustrates how the service-producing and goods-producing sectors have changed over the past two decades. In 1980, goods-producing employment accounted for nearly 30 percent of jobs in Texas, with 70 percent coming from the service-producing sector. By 2005, less than 18 percent of employment will be in the goods-producing industries, according to projections, with over 82 percent related to the service industry.

As can be seen from the projection of job growth, Texas must have a better-educated workforce. Routine, process-oriented skills are no longer enough. Analytical and problem-solving skills, communication skills, and the ability to adapt to and manage change are needed. And, the workforce must continue to add to its abilities or it will continue to fall behind -- especially in the applied use of computer hardware and software technologies. It is apparent that a well-educated, technically skilled, and multi-lingual workforce will play a key role in attracting and keeping new high-wage "information" industries to Texas. Knowledge is quickly replacing non-renewable physical resources as the state's most valuable economic asset. Development of the state's diverse and changing human resources is vital.

Changes in technology and the shrinkage in goods-producing employment will require new training and education for the current workforce. This will require a renewed interest by business, industry, and the education community to develop and extend already existing partnerships to provide for this training and education.

Texas public community colleges are expected to play a fundamental and indispensable role in this effort. Their geographic accessibility, quick responsiveness to changing workforce education and training needs, and accommodations to meet the financial, cultural, and scheduling needs of students are characteristics that will allow them to respond to the challenge.

The State's Fiscal Climate: Impact on Community Colleges

Historically, state government has funded administrative and instructional expenses for community college districts. In turn, the districts have funded costs related to physical plant and facilities primarily through revenues generated from local tax bases. However, state support of administrative and instructional expenses has declined from a high of 61 percent in Fiscal Year 1985 to 40 percent in Fiscal Year 1997.

Some very positive movement in funding was made in 1997 by the 75th Texas Legislature as a result of renewed interest in public higher education. Texas public community colleges benefitted with an increase in funding of $132.5 million for the 1998-1999 biennium. The cooperative efforts of the various sectors of higher education through the "Back to Basics" initiative provided added momentum for this increased funding. Of the additional $132.5 million, $35 million was dedicated to enrollment growth, with nearly $100 million available for funding contact hour operational costs and instruction.

While these efforts indicate an important shift in the fiscal responsibility of the state to its

community colleges, there remain a number of serious funding issues. Local financial resources for many community college districts -- primarily in rural areas of the state -- are severely limited by their constricted tax bases. Of the 50 community college districts actively operating in Texas during 1997, 25 did not meet the $2.5 billion minimum assessed property valuation requirement established by the Texas Legislature in 1985 for the creation of new districts. The range in assessed valuation for all Texas public community college districts for the fiscal year ending 1997 was slightly more than $60 million to nearly $102 billion. While the average assessed valuation during that same period was nearly $9.2 billion, the median was $2.75 billion. In addition, nearly 20 percent of the community college districts have reached or are near their local maximum tax levy, further restricting their ability to meet the financial challenges of maintaining and expanding facilities and providing for new educational and training needs of the community.

Community college districts continue to have a difficult time responding to Texas employers' changing needs through capital intensive technical instruction programs requiring state-of-the-art equipment. Start-up costs for many of these high-cost workforce development programs are an additional financial burden that some of the smaller districts with smaller tax bases have difficulty meeting. In addition, new information and technologies, often outmoded within a few years, accelerate the need for upgrading curriculum and equipment and hiring additional faculty for these technical programs.

Texas' Skills Development Fund

In 1995, the Texas Legislature created the Skills Development Fund and appropriated

$25 million for Fiscal Years 1996 and 1997. The fund is administered by the Texas Workforce Commission and is intended to provide incentives for public community and technical colleges to furnish customized assessment and training programs to business and industry in a timely and efficient manner, thus expanding the state's capacity to respond to workforce training needs. The key priorities for the Skills Development Fund are geographical distribution, creation of new jobs, funding for areas of high unemployment and Temporary Assistance to Needy Families (TANF) recipients, and the continued formation of consortiums of businesses.

The $25 million was allocated in 94 grants to community and technical colleges across the state, serving 279 businesses and 37 small and medium business consortia. The training curricula and skills supported vary from those necessary for semiconductor manufacturing technicians to nurses, welders, and customer service representatives.

In 1997, the Texas Legislature appropriated another $25 million for the Skills Development Fund for the 1998-1999 biennium. Texas community colleges will continue to apply to the Texas Workforce Commission for grants to provide the training needed to increase the skill level of the Texas workforce.

Texas and Workforce Development

In 1993, the Texas Council on Workforce and Economic Competitiveness (TCWEC), with the

assistance of seven agencies, including the Texas Higher Education Coordinating Board, applied to the U.S. Department of Labor and Education for a School-to-Work Planning Grant. In December 1994, Texas initiated a statewide systematic comprehensive planning effort to build regional partnerships under the state's School-to Work Development Grant. The Texas Higher Education Coordinating Board issued a request for proposal to the Governor's 24 state planning regions. Each region was required to demonstrate support from partners whose participation was crucial to the success of the School-to-Work activities: Private Industry Councils, Tech-Prep Consortia, Quality Workforce Planning Committees, and the Job Service Employer Committees. In 1996, an interagency group developed an implementation grant proposal and the five-year plan for Texas. A School-to-Work Implementation Grant of $61 million over five years was awarded in 1996 to the Texas Workforce Commission (TWC).

In 1997, the Texas Higher Education Coordinating Board submitted a proposed interagency contract to TWC to administer the integrated school-based curriculum as part of the Coordinating Board's effort to remain involved in the School-to-Work effort in Texas.

Community colleges can serve as vital links in partnerships with each other and between various state and federal workforce development initiatives by providing quality education and training programs to meet the needs of business and industry. Within their statutory mission and purpose, community colleges primarily serve their local taxing districts and service areas by providing workforce development programs designed to meet local and statewide needs. As active partners in this approach to economic and workforce development, community colleges can continue to be primary providers of job training and skills enhancement, but the relationship between workforce development boards and community colleges must be enhanced.

The establishment of local workforce development boards by the 74th Texas Legislature and their resulting structures have created some difficulty for community colleges. The areas served by local workforce development boards do not correspond with the service delivery areas of community colleges. In offering their programs and services to citizens who are served by these development boards, community colleges have been affected by this unaligned structure in being able to appropriately provide workforce training and education for business and industry.

The Status of Federal Legislation and Its Potential Impact on Community Colleges

The Workforce Investment Partnership Act (S 1186) proposed in the U. S. Congress was expected to reach the Senate floor in late March 1998 because new workforce and vocational education legislation might be delayed until the next millennium if Congress fails to act soon. The Senate must pass its bill, which combines vocational education with job training and adult education programs, and then reconcile it with a House version (HR 1853), which treats vocational education as a separate entity. A consensus has not yet been reached. Some seek to collapse federal vocational education funds into block grants to the states, while others are committed to maintaining programmatic integrity by opposing block grants. The National Governor's Association, a bipartisan organization representing the interests of the nation's 50 state executives, has also proposed consolidating several funding programs into block grants.

President Clinton has proposed essentially flat funding for vocational education programs and a substantial decrease in federal School-to-Work funding in federal Fiscal Year 1999. The School-to-Work legislation is scheduled to "sunset" in October 2001, and Fiscal Year 1999 marks the beginning of the phase out of funding. Fiscal Year 1998 was considered a banner year for education funding as the U.S. Department of Education received an overall 12 percent discretionary budget increase of about $3.2 billion.

In 1998, the U.S. Department of Labor, Employment and Training Administration announced a two-year Welfare-to-Work grant program enacted under the Balanced Budget Act of 1997. The program helps states and local communities provide the transitional employment assistance needed to move hard-to-employ recipients of Temporary Assistance to Needy Families (TANF) into lasting unsubsidized jobs.

Reauthorization of the Higher Education Act of 1965 is also on the floor of both houses of Congress. The Senate and the House have proposed legislation which ultimately will require work in conference committee. The impact on community colleges appears to be generally positive, and overall the legislation is quite good for community college students. Currently, the House version (HR 6) is more sensitive to community college students in its more positive approach to Pell Grant eligibility and need analysis for independent students. The House version also provides some positive support for community colleges that may be eligible to receive funding under the Strengthening Institutions Program, Title III-A of the Act. It includes three proposals for change: one proposal would place a greater emphasis on high technology in the program grants; the second proposal would create a two-year wait-out period for the grants to soften the impression that the same institutions continually receive grants; the third proposal would establish a two-step application process so that institutions with little chance of receiving grants would not have to invest substantial sums of time and money in developing applications. Each of these proposals could benefit Texas public community colleges that might qualify for Title III-A funds, especially to address technology needs.

One final area of concern to community colleges is in the proposed changes to the treatment of transfers for the purposes of the Student Right-to-Know (RTK) Law. The House legislation eliminates the ability of institutions whose students transfer to another institution to have those transfers counted as "completers" for the purposes of the RTK reporting law. The Senate version, which is supported by the nation's community colleges, does not include a corresponding provision.

While uncertainty remains in federal educational, vocational, job training, and welfare legislation, the final impact on the state of Texas and on community colleges is unclear. Although it is likely that some change will occur, community colleges will continue to pursue their statutory mission and purpose to provide education and job training services to the communities they serve.

Changes in Technology

To meet changing business and industry needs, community colleges must continually update

educational and workforce programs to include current technologies. Business and industry must continue to play a significant role in ensuring this process by lending/using their expertise, leadership, and resources to enhance the delivery of education and training programs in the community colleges. In addition, colleges must continue to offer professional development opportunities for faculty to increase their skills and knowledge of telecommunications technology.

Telecommunications technology offers tremendous potential for expanding educational accessibility. Through a computer terminal, it is becoming possible for a student to gain Internet access to the latest information on a particular topic or issue from around the world. Through programs like the state's TexShare program, students of the state's community colleges and public universities have access to libraries across the state and ultimately, the nation and the world.

Telecommunications also provide opportunities to send instruction to people in rural and other under-served areas of the state. The potential of these opportunities, however, remains largely untapped until curricula are revised and retooled to facilitate the critical interaction between faculties, employers, resources, and students. Yet, it is important to note that community colleges are the largest providers of instructional telecommunications in Texas. With the increase in course and program offerings though instructional telecommunications, community colleges will need to ensure that quality control measures are adequately implemented and evaluated. Of equal importance to instructional telecommunications is the need to address the ever-increasing start-up costs for high-cost technology equipment and the requisite infrastructure, especially for Texas rural community colleges. In addition, attention to local issues and cooperative efforts by all institutions of higher education must be strengthened through the work of the higher education regional councils.

The Virtual College of Texas

To address the needs of business and industry and the citizens of Texas in providing access to education and training through instructional telecommunications, Texas public community colleges developed a plan in 1996 to establish the Virtual College of Texas (VCT). The mission of VCT is to provide all Texans with access via instructional technologies to quality instruction and support wherever they may live, regardless of geographic, distance, or time constraints. While VCT will not be a separate degree-granting entity, citizens within any community college service delivery area will have access to distance learning courses and programs offered by all VCT-member colleges.

During the first phase of the Virtual College of Texas in 1998, the infrastructure and administrative components are to be established. Beginning fall 1998, VCT anticipates enrolling students and delivering instruction through telecourses and the Internet. In the second phase, equipment, infrastructure, and support services will be enhanced, and the delivery of instruction will be extended to include compressed video.

VCT will be developed and implemented to serve as a long-term higher education resource. And, as the Western Governors University (WGU) develops, Texas public community colleges will position themselves to be significant providers as well as receivers of WGU

courses.

Technology acquired will adhere to standards that support upgrades, expansions, and additions to avoid early obsolescence. Funding for future operations will come from a wide range of options, including VCT member college telecommunications fees, per-student enrollment fees, continuing education and contract training, service to national and international markets, and additional grants from private, state, and federal sources.

The Texas Telecommunications Infrastructure Fund

Texas' community colleges have benefitted from legislation passed in the 74th Texas Legislature. With the passage of HB 2128 in 1995, the Texas Infrastructure Fund (TIF) was created through assessments on the revenues of local, long distance, cellular, paging, and other telecommunications utilities and commercial mobile service providers in Texas. Distributed in the form of grants and loans, these resources are made available to single-entity and collaborative educational projects that:

- provide equipment and infrastructure needed for distance learning, information-sharing programs of libraries, and telemedicine services;
- develop prototypical delivery of courses and other distance learning materials;
- train teachers, librarians, and technicians in the use of distance learning or information-sharing materials and equipment;
- develop curricula and instructional material suited for delivery by telecommunications; and
- provide electronic information or establish and carry out information-sharing programs.

In February 1998, the TIF Board (TIFB) announced the availability of the first awards, totaling $15 million for use in Fiscal Year 1999, for Texas community and technical colleges. These non-competitive grants for Texas two-year colleges are designed to increase connectivity to the Internet by assisting the colleges in meeting the minimum technology standards advocated by the Texas Higher Education Coordinating Board. TIFB has encouraged applicants to investigate joint venture opportunities with public libraries, local schools, not-for-profit healthcare providers, and other community entities to leverage TIFB funds, increase community access, increase potential of future collaboration, and increase project sustainability. All 50 Texas public community college districts have indicated their intent to apply for funding.

In addition to the $15 million in grants for Texas two-year postsecondary institutions, the TIF Board has provided an additional $10 million in funding for its Discovery Projects program. This highly competitive category of TIF grants is available to all TIF-eligible entities, including community colleges, and seeks to solve problems through the use of innovative technological solutions or combinations of technology. Discovery Projects are designed to advance learning, improve public access to information about libraries, health care services, and to build partnerships among the technology community in Texas.

Guiding Principles for Texas Public Higher Education

For success in the emerging global economy, Texas must offer its citizens access to a wide range of quality educational programs with diverse strengths. Anticipating this need, the Coordinating Board's third Texas plan, *Access and Equity 2000,* encourages colleges and universities to establish policies for recruiting and retaining minorities in higher education. The *1995 Master Plan for Texas Higher Education* confirms the vision of the 70th Legislature's *Charter for Texas Higher Education.* This document defines the Texas system of higher education as an array of diverse, dynamic colleges and universities that, taken together, provide a comprehensive and broad range of academic and technical/vocational and workforce education programs. Texas can assure this broad range of quality education for the state's citizens by promoting and coordinating the diverse strengths of individually strong institutions.

The principles presented below, from the *1995 Master Plan for Texas Higher Education,* provide a template that will allow the state's higher education system to achieve its priority goal presented in *Vision Texas: The Statewide Strategic Planning Elements for Texas State Government.* This is not an all-inclusive list; other equally important principles may emerge and will be added in the future. Taken together, these guideposts suggest the tensions that inevitably accompany the complexities of choosing among competing values and remind us of the difficult trade-offs to be considered.

- **Higher education will become increasingly essential to Texas** for ensuring a responsible citizenry, to maintain community and state leadership, and to fuel economic and social improvement.
- **Texas students must be better prepared for college.** The cost of successfully educating students through higher education depends on the adequacy of their preparation as they enter higher education. Higher education must work with the K-12 education community to ensure the adequate preparation of all of the state's students for collegiate success.
- **Texas should provide access to quality higher education for all qualified students, regardless of individual ability to pay.** Financial assistance must be provided to ensure that all qualified students have the opportunity to enroll in college. No qualified student should be turned away from college because of his or her economic status. Every effort should be made to simplify financial aid application procedures as much as possible.
- **Higher education must improve degree completion.** The number of Texans who complete associate degrees, as well as other program completion measures such as certification and baccalaureate, graduate, and professional degrees, should be increased at least to the national average.
- **Black and Hispanic higher education participation and graduation rates must improve in Texas.** These groups account for an increasing proportion of the state's population. Black and Hispanic higher education enrollment and completion rates must be increased to match at least those of White students in Texas.
- **Student preparation, knowledge, skills, and competency levels must be assessed to improve the effectiveness of educational programs, with the achievement of students in remediation a priority.** As teaching institutions focused on learning, community colleges must continually assess their abilities to provide the education

students need. The national focus on developing industry-based competency standards will help the colleges measure their programs' success in achieving standards. The large amount of funds appropriated to community colleges for remediation calls for increased attention to the outcomes produced by remedial education programs.

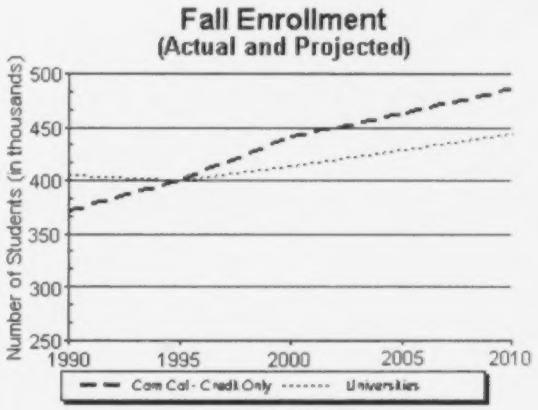
- **Top academic programs will be essential to attract and keep the best intellectual and creative talent in Texas.** Outstanding intellectual and creative talent will be essential to the state's economic and social development to keep Texas at the leading edge in fields of economic strength and to generate potential new solutions to the state's complex social and environmental problems. Community colleges must focus their efforts on transfer articulation and effectiveness with colleges and universities, developmental education, and literacy to enhance the readiness of those students who have the creative and intellectual potential essential to the economic and social development of the state.
- **Higher education institutions must be prepared to change, focusing continuously on providing quality education at the best price in response to highest priority public needs.** Public needs in Texas are burgeoning as fiscal austerity in state government grows. Each higher education institution must focus sharply on meeting the needs of its service populations and strive continuously to improve quality and efficiency.
- **The state and higher education institutions should provide adequate technological support for education.** Technology offers opportunities for expanding access to existing higher education programs and for improving operational efficiency. The high front-end costs of technological support must be balanced against the potential benefits of expanding access and quality for higher education.
- **Higher education institutions must cooperate to maximize access to quality education through the most efficient use of existing higher education capacity.** Population growth and improved pre-collegiate education will increase higher education enrollments, which could lead to pressure for expanding the state's higher education institutional base. In the short-term, however, enrollments must be accommodated through more efficient use of the state's existing higher education capacity. Community colleges have been and will continue to offer an excellent opportunity for advancement to all people of the state. Coordinated delivery of higher education services must be effectively planned at state and regional levels, and colleges and universities must cooperate to serve students and employers through coordinated academic and workforce programs and shared educational resources.
- **The use of public resources to expand the missions of existing institutions or to establish new ones should be determined by what would most equitably and economically serve the needs of all Texans.** Pressure will grow for expansion of the Texas higher education system and public resources will be insufficient to satisfy all local and regional needs. Community colleges will need to focus on those areas that are key to the economic development of the state; such areas as workforce development, literacy, advanced and emerging technologies, and continuing education and training.

Assessment of Internal Factors

Enrollment

Dedicated to lifelong learning for their communities, Texas public community colleges have experienced growth in their enrollments across credit (academic and technical) and non-credit (workforce and avocational continuing education) course offerings. Enrollment in transferrable semester credit general academic courses, semester credit technical education courses, and workforce continuing education courses (also known as adult vocational education) increased to nearly 489,000 in the fall of 1997, as reflected in enrollment data gathered by the Coordinating Board.

Of those 489,000, about 80,000 students enrolled in workforce continuing education courses with nearly 409,000 students enrolled in semester credit courses. Because of the nature of enrollments in continuing education courses, there is very little enrollment duplication in these courses during an academic year. For instance, during 1996-1997, nearly 213,000 individuals were served through continuing education courses. As is illustrated by the graph, Texas public community college enrollments in semester credit courses surpassed that of public universities for the first time in fall 1995, and has continued to exceed university enrollments each year.



A number of reasons may account for the rise in community college enrollments in Texas. Growth in Texas' population, lower costs associated with community colleges even though college costs in general continue to rise, the open-door nature of community college admission, increased demands of business and industry for highly skilled employees, and the availability of courses in traditional and non-traditional formats allowing for more evening classes or instructional telecommunication courses have all contributed to this increase in enrollments. The enrollment growth trend in community colleges is expected to continue.

Projected Enrollment Increases and Parity Enrollment for Minority Students

The Coordinating Board currently projects that by 2010, public higher education enrollments will increase by over 121,000 students (see *Enrollment Forecasts 1997-2020 Texas Institutions of Higher Education*, revised January 1997). A majority of those new students (over 74,000) will likely attend the state's public community colleges. Historically, minorities, particularly Blacks and Hispanics, have not participated in higher education in Texas at the same rate as White students. The methodology used in determining the enrollment projections recognizes that increases in minority population can influence college attendance; however, the forecast provides for only limited increases in minority enrollments because of the historical participation rates of Blacks and Hispanics.

However, one of Texas higher education's highest priorities is to increase minority representation through greater enrollment and retention of these students. It is reasonable to

assume that improved recruiting, counseling, and retention efforts will significantly impact higher education enrollment in the future. Consequently, included in the enrollment projections is a forecast of the likely increase in enrollments should Blacks and Hispanics participate in higher education at the same rate as Whites. The Coordinating Board projects that, at similar participation rates, the state's overall public higher education enrollments would increase by over 390,000 students by 2010 (nearly 270,000 more students than are projected to enroll at current rates), and it is estimated that 143,000 of those students would attend the state's public community colleges.

To reach parity for minority enrollment (i.e., representative enrollment based on population trends), Texas public community college enrollment would increase by almost 42 percent by 2010. It is important to recognize, however, the positive impact Texas public community colleges have had on minority participation in higher education. In Texas, 75 percent of minority students entering college for the first time enroll in two-year colleges. Minority students now account for more than 40 percent of the state's public community college enrollment. In addition, more minority students attend community colleges than all other higher education institutions combined.

Instructional Programs

The public community colleges of Texas offer instructional programs for academic and technical credit as well as workforce continuing education. Two-year academic programs lead to either an Associate of Arts (AA) or an Associate of Science (AS) degree and are designed to feed into baccalaureate programs for students pursuing professional careers in medicine, law, engineering, teaching, business or any other field of arts and sciences which requires higher education. Community colleges and four-year colleges and universities must work closely together to ensure effective and efficient articulation and transfer of credit for students. The new transfer of credit law passed in 1997 (SB 148) should greatly improve this process with its provision for transferable core curricula and lower-division field of study curricula.

Two-year technical programs lead to an Associate of Applied Science (AAS) degree and programs of shorter duration lead to occupational certificates. Technical programs are offered in a wide range of fields, such as computer information systems, allied health, semiconductor manufacturing, criminal justice and law enforcement, and construction trades. Although designed primarily for job entry, some technical programs also transfer into baccalaureate programs, providing students access to additional education and career advancement.

The faculty of Texas community colleges and the state's public technical colleges have collaborated to produce a common statewide inventory of both credit and non-credit courses in the *Workforce Education Course Manual* (WECM). Information on the WECM and other sources for instructional programs has been made available electronically on the Texas Higher Education Coordinating Board's web site at www.thecb.state.tx.us.

Community colleges provide rapid response to the local needs of citizens, agencies, businesses, and industry by providing customized and contract workforce instruction, courses for professional certification or licensure, and general continuing education opportunities.

Community colleges conduct local need assessments, sponsor advisory committees, and consult state and national labor market information for planning and revising of all workforce education courses and programs. For example, Texas community colleges are working closely with industry-based alliances to provide high-quality programs with common curricula to provide operators and technicians for both the petrochemical and semiconductor manufacturing industries.

Community colleges also cooperate with public schools to provide enhanced educational options for high school students. School-to-Work programs provide students with an opportunity for early career exploration and counseling. The Tech-Prep AAS degree program allows high school students to articulate high quality technical courses taken in high school for college credit. Concurrent course enrollment programs allow advanced students to take courses for concurrent credit in both high school and college.

All community colleges offer developmental education in reading, writing, and mathematics to ensure that students acquire college-level basic academic and critical thinking skills. Developmental education is offered in a variety of course-based, computer-based, and tutorial formats. Many colleges also offer English as a Second Language, study skills, and literacy education to help fully prepare students for a quality life as productive and responsible citizens and workers.

Instruction in the community colleges of Texas is provided in classroom and lab settings, as well as supervised external learning experiences as co-ops, internships, clinicals, and practicums. Instruction is also increasingly available via telecommunications technology as interactive video, broadcast satellite systems, television systems, microwave, video tape, video disc, computer software, computer networks, and the Internet. Learning resource centers at community colleges supplement print-based media with video, computer software, CD-ROM, and on-line data sources.

The quality of instruction in community colleges is promoted by a combination of internal and external means. Internally, colleges conduct program reviews, provide professional development activities and services for faculty and staff, and seek evaluation and feedback of instruction from students, faculty, administrators, and employers. External assessment is provided by the Texas Higher Education Coordinating Board and the Commission on Colleges of the Southern Association of Colleges and Schools.

Student Services

Since classroom-, laboratory-, and work-based instruction represents only a portion of what community colleges offer students, the student services role in the development of the "whole student" is recognized as a way to enhance instruction and fulfill the broad mission of Texas' comprehensive community colleges. Texas two-year institutions provide a variety of services that aid in the development of traditional and non-traditional students seeking specific workplace skills through short-term workforce training or long-term workforce education for credit. These services routinely include recruitment, registration, advising, job placement, orientation, financial aid, tutoring, retention, and personal development through an assortment of extracurricular activities. Each service provides activities that are designed to assist

students as they negotiate their way through the two-year college toward a career or further education.

Student development divisions within the community colleges also house and manage many student-centered programs that affect special populations. These programs promote federally funded, state-administered initiatives that provide access and equity for students who are academically or economically disadvantaged, handicapped, limited English proficient, incarcerated, or are seeking gender equity. Career counseling is being widely used to complement academic advising to help students meet the challenges of the workforce.

Technology also plays an ever-increasing role in the delivery of these services. Offices are continually more dependent upon mainframe and microcomputers to deal with admissions, registration, and records and to manage course scheduling, grade production, student billing, transcripts, and student files.

Information Systems and Technology

Community colleges are actively developing their information systems to facilitate inter- and intra-college communication. The wide diversity of the colleges and the range of available fiscal and human resources contribute to a wide array of current information systems. Many colleges already have fully functional information systems through fiber optics and statewide networks. A few are only beginning to implement their technology plans. Although far from reaching all community colleges, these technologies are expanding the resources and connectivity of Texas public community colleges.

With funding provided by the National Science Foundation from 1995 through 1997, a number of rural institutions and those with limited financial resources received much needed hardware and software linkages to the Internet. With the prospect of additional funding, whether from local, state, or federal government sources or private enterprise, the expansion of technological services to students, faculty, and staff will enhance the learning environment and prepare students more adequately for the future. As funding is provided, community colleges will have the capacity to develop World Wide Web sites and home pages, share data electronically, transfer credits/transcripts to facilitate the admissions and transfer of students among colleges and schools in Texas, and provide computerized testing and grading for the Texas Academic Skills Program test, among other things. While all Texas public community colleges will continue to pursue these technology expansions, there is some good news: all but two of the community college districts have developed their own web sites.

A number of the community colleges are expanding their computer systems and have moved beyond the typical administrative functions of personnel and student records. Instructional computing systems are providing local networks on and between some campuses and colleges. Instructional technology has expanded college capabilities to provide alternative learning and interactive video. Computer-assisted learning is common across the state, providing access to higher education in rural and even the most remote under-served areas of the state. As of spring 1998, 40 community college districts are involved in instructional telecommunications, with an additional three community college districts in the experimental stage, for a total of 43 of the 50 districts.

Through additional federal, state, and local resources for technology, students can have enhanced access to library and reference materials from off-campus sources. Newspapers and scientific articles are available to be read on-line or downloaded to files for later use. Interactive conversations, virtual travel, and "real-time" experiences are all available on the Internet. With the inclusion of community colleges in TexShare, access to higher education libraries and other resources via the Internet is being provided by community colleges to students, faculty, and staff. Technology provides access for *all students* to a world of knowledge beyond the campus walls.

Administrative Functions

The administrative infrastructure that supports and manages education at community colleges in Texas is complex and comprehensive. This infrastructure is composed of personnel functions, planning and budgeting functions, and the institutional effectiveness functions.

Personnel offices provide effective processes to employ qualified personnel. The Americans with Disabilities Act and Office for Civil Rights requirements are guaranteed for all students and employees through formal policies on every campus. Students and employees are guaranteed equal access to programs and services. Each community college provides an Access and Equity Plan to ensure compliance with state and federal requirements. Human resources are expanded and enhanced by professional and staff development activities offered on campus and through conferences and seminars.

As part of the planning function, each community college in Texas regularly reviews its mission and purpose and has an individual, comprehensive strategic plan with broad-based involvement of all college constituents. This planning process is directly linked with the budget process. Institutional effectiveness incorporates planning and budgeting into one process to identify goals and the resources required to accomplish those goals. The effective use of the allocated resources is critical and each college must annually assess how well it uses its resources. Additionally, state officials audit college records to ensure compliance with accepted practices and standards. Each college annually reviews its programs, systems, and services as part of the statewide institutional effectiveness process which is coordinated by the Texas Higher Education Coordinating Board staff. This institutional effectiveness process includes an annual desk review which is performed by the Coordinating Board staff, an annual institutional self-evaluation, and a peer-review site visit every four years. Well-defined measures and standards are commonly used by all colleges to assess how well they are meeting their goals.

Colleges have acknowledged the fundamental premise that they require quantitative and qualitative data to assess themselves and they are developing staff positions in institutional research or institutional effectiveness to assist in these efforts. This results in part from the Coordinating Board's institutional effectiveness process as well as the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) criteria. All community colleges in Texas are accredited through the SACS regional accreditation agency. Once accredited, a college must conduct a comprehensive self-study every 10 years. At the end of the 10th year, a peer-review team is selected from the other states in the region to

review and verify the findings of the self-study. At the conclusion of this process, the accreditation status of the college will be reaffirmed. There are many similarities between the Texas institutional effectiveness process and SACS reaffirmation but they remain two distinctly different processes that complement each other, ensure accountability, and affirm that community colleges maintain high quality standards.

Resources

Fiscal resources affect all aspects of public community colleges. Major sources of revenue are state appropriations, local taxes, student tuition and fees, and federal grants. Each institution must assess its combination of revenue sources and ability to generate sufficient revenues to fund capital and operational expenses.

State appropriations are funded by the Legislature through a formula based on a study of costs for different fields of instruction. An individual institution's appropriation is based on enrollment and the variety of courses taken by its students. The enrollment figures are determined in the "base year" -- currently, the summer and fall terms of even years and the following spring term of odd years. This provides enrollment information for the most recent full academic year while the Legislature is in regular session. There is a proposal to change the base year beginning in 2000. If adopted by the Texas Higher Education Coordinating Board and agreed to by the Legislative Budget Board, the base year will be changed to include the spring, summer, and fall semesters of the even-numbered years immediately preceding the years in which the Texas Legislature meets.

Local taxes play a varied role in the generation of revenue. Some institutions have a significant tax base to generate funding that complements the revenue generated through state appropriations. However, other institutions find themselves in areas with decreasing tax bases and resulting fiscal constraints. Increasing the available funding from local taxes is a complex political process. Some institutions have reached the maximum authorized tax rate and must have a local election to increase it. Others have a very limited tax base and cannot generate significant amounts of revenue even with a tax rate increase.

Although the minimum tuition charge is determined by law, actual tuition rates vary by institution. Other fees can provide additional resources, but the institution must be concerned with the negative impact such increases would have on enrollment. And, with enrollment-driven state appropriations, a decrease in enrollment could cause other fiscal concerns for an institution.

There are a number of federal revenue sources available to all institutions. These sources range from student financial assistance to various federal grants for the operation of specific educational programs. However, these sources of revenue generally require extensive institutional resources and can be labor intensive to manage as a result of federal regulations.

Human resources also vary by institution. Factors that influence the makeup of staff and faculty (including the increased reliance on adjunct faculty) include fiscal resources, the region of the state in which an institution is located, existing human resources, and even physical plant resources. Institutional administration continually faces the challenge of

recruiting and retaining skilled personnel while maintaining the appropriate alignment with the mission of the institution.

Physical plant resources are obtained by institutions through purchase, negotiation , or donation. Since state appropriations are used solely for instructional expenses, local taxes are dedicated to capital investments and expansion. Each institution must determine the adequacy of fiscal resources to maintain, improve, replace, or expand existing resources to meet the needs of its programs.

In summary, as change has become the mainstay of fiscal, human, and physical resources of each institution, each institution must continually reevaluate its resources to ensure that students and taxpayers are served appropriately.

Performance Measures

As passed in HB 2517 by the 75th Texas Legislature, and codified in the Texas Education Code, Section 130.0035, performance measures have been established for Texas public community colleges.

As stated in Section 130.0035, "as soon as practicable after the end of each academic year, the community/junior college district shall prepare an annual performance report for that academic year. The report shall be prepared in a form that would enable any interested person, including a prospective student, to understand the information in the report and to compare the information to similar information for other community/junior college districts. The college district shall make the report available to any person on request.

"The report must include the following information for the college district for the academic year covered by the report:

1. The rate at which students completed courses attempted.
2. The number and types of degrees and certificates awarded.
3. The percentage of graduates who passed licensing exams related to the degree or certificate awarded, to the extent the information can be determined.
4. The number of students or graduates who transfer to or are admitted to a public university.
5. The passing rates for students required to be tested under the Texas Academic Skills Program (TEC, Section 51.306).
6. The percentage of students enrolled who are academically disadvantaged.
7. The percentage of students enrolled who are economically disadvantaged.
8. The racial and ethnic composition of the college's student body.
9. The percentage of student contact hours taught by full-time faculty.

A community/junior college district is not required to prepare a report under this section before the report covering the 1997-1998 academic year. This subsection expires January 1, 2000."

Texas public community colleges will strive to meet the current statutory requirements for performance measures. Even as community colleges prepare their initial reports covering the 1997-1998 academic year, they are developing additional measures for recommendation to the 76th Texas Legislature for consideration in the 1999 Legislative session.

District Performance Goals*

A. Goal: Alamo Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective A.1: Provide Administration and Instruction
Total, Goal A: Alamo Community College

B. Goal: Alvin Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective B.1: Provide Administration and Instruction
Total, Goal B: Alvin Community College

C. Goal: Amarillo College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective C.1: Provide Administration and Instruction
Total, Goal C: Amarillo College

D. Goal: Angelina College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective D.1: Provide Administration and Instruction
Total, Goal D: Angelina College

E. Goal: Austin Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective E.1: Provide Administration and Instruction
Total, Goal E: Austin Community College

F. Goal: Bee County College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective F.1: Provide Administration and Instruction
Total, Goal F: Bee County College

G. Goal: Blinn College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Star of Republic Museum
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective G.1: Provide Administration and Instruction
Total, Goal G: Blinn College

H. Goal: Brazosport College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective H.1: Provide Administration and Instruction
Total, Goal H: Brazosport College

I. Goal: Central Texas College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective I.1: Provide Administration and Instruction
Total, Goal I: Central Texas College

J. Goal: Cisco Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective J.1: Provide Administration and Instruction
Total, Goal J: Cisco Junior College

K. Goal: Clarendon College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective K.1: Provide Administration and Instruction
Total, Goal K: Clarendon College

L. Goal: College of the Mainland
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective L.1: Provide Administration and Instruction
Total, Goal L: College of the Mainland

M. Goal: Collin County Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective M.1: Provide Administration and Instruction
Total, Goal M: Collin County Community College

N. Goal: Dallas County Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Small Business Development Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective N.1: Provide Administration and Instruction
Total, Goal N: Dallas County Community College

O. Goal: Del Mar College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective O.1: Provide Administration and Instruction
Total, Goal O: Del Mar College

P. Goal: El Paso Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical

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Total, Objective P.1: Provide Administration and Instruction
Total, Goal P: El Paso Community College

Q. Goal: Frank Phillips College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective Q.1: Provide Administration and Instruction
Total, Goal Q: Frank Phillips College

R. Goal: Galveston College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective R.1: Provide Administration and Instruction
Total, Goal R: Galveston College

S. Goal: Grayson County College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective S.1: Provide Administration and Instruction
Total, Goal S: Grayson County College

T. Goal: Hill College
1. Objective: Provide Administration and Instructional Services
1.1. Strategy: Heritage Museum and Genealogy Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective T.1: Provide Administration and Instruction
Total, Goal T: Hill College

U. Goal: Houston Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective U.1: Provide Administration and Instruction
Total, Goal U: Houston Community College

V. Goal: Howard College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Southwest Collegiate Institute for the Dea
1.2 Strategy: Deaf Student Dormitory
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective V.1: Provide Administration and Instruction
Total, Goal V: Howard College

W. Goal: Kilgore College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective W.1: Provide Administration and Instruction
Total, Goal W: Kilgore College

X. Goal: Laredo Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Regional Import/Export Training Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective X.1: Provide Administration and Instruction

Total, Goal X: Laredo Junior College

Y. Goal: Lee College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective Y.1: Provide Administration and Instruction
Total, Goal Y: Lee College

Z. Goal: McLennan Community College

1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective Z.1: Provide Administration and Instruction
Total, Goal Z: McLennan Community College

AA. Goal: Midland College
1. Objective: Provide Administration and Instructional Services
1.1 American Airpower Heritage Museum
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective AA.1: Provide Administration and Instructio
Total, Goal AA: Midland College

AB. Goal: Navarro College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AB.1: Provide Administration and Instructio
Total, Goal AB: Navarro College

AC. Goal: North Central Texas Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AC.1: Provide Administration and Instructio
Total, Goal AC: North Central Texas Community College

AD. Goal: North Harris Montgomery Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AD.1: Provide Administration and Instructio
Total, Goal AD: North Harris Montgomery Community College

AE. Goal: Northeast Texas Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Lapsed Salary Supplement
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective AE.1: Provide Administration and Instructio
Total, Goal AE: Northeast Texas Community College

AF. Goal: Odessa College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AF.1: Provide Administration and Instructio
Total, Goal AF: Odessa College

AG. Goal: Panola College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AG.1: Provide Administration and Instructio
Total, Goal AG: Panola College

AH. Goal: Paris Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AH.1: Provide Administration and Instructio
Total, Goal AH: Paris Junior College

AI. Goal: Ranger Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AI.1: Provide Administration and Instructio
Total, Goal AI: Ranger Junior College

AJ. Goal: San Jacinto College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AJ.1: Provide Administration and Instructio
Total, Goal AJ: San Jacinto College

AK. Goal: South Plains College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AK.1: Provide Administration and Instructio
Total, Goal AK: South Plains College

AL. Goal: South Texas Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AL.1: Provide Administration and Instructio
Total, Goal AL: South Texas Community College

AM. Goal: Southwest Texas Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AM.1: Provide Administration and Instructio
Total, Goal AM: Southwest Texas Junior College

AN. Goal: Tarrant County Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AN.1: Provide Administration and Instructio
Total, Goal AN: Tarrant County Junior College

AO. Goal: Temple Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AO.1: Provide Administration and Instructio

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Total, Goal AO: Temple Junior College

AP. Goal: Texarkana College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AP.1: Provide Administration and Instructio
Total, Goal AP: Texarkana College

AQ. Goal: Texas Southmost College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AQ.1: Provide Administration and Instructio
Total, Goal AQ: Texas Southmost College

AR. Goal: Trinity Valley Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AR.1: Provide Administration and Instructio
Total, Goal AR: Trinity Valley Community College

AS. Goal: Tyler Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AS.1: Provide Administration and Instructio
Total, Goal AS: Tyler Junior College

AT. Goal: Vernon Regional Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AT.1: Provide Administration and Instructio
Total, Goal AT: Vernon Regional Junior College

AU. Goal: Victoria College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AU.1: Provide Administration and Instructio
Total, Goal AU: Victoria College

AV. Goal: Weatherford College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AV.1: Provide Administration and Instructio
Total, Goal AV: Weatherford College

AW. Goal: Western Texas College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AW.1: Provide Administration and Instructio
Total, Goal AW: Western Texas College

AX. Goal: Wharton County Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education

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1.2 Strategy: Vocational/Technical
Total, Objective AX.1: Provide Administration and Instructio
Total, Goal AX: Wharton County Junior College

*HB 1, General Appropriations Act, 75th Texas Legislature, III-179 to III-186